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EDCI 5620

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EDCI 5620: Curriculum and Instruction for Multicultural Education

College of Education and Human Development

University of New Orleans

Fall 2015

Class meets: Online

Classroom: Online

Instructor: Brooke Muntean, Ph.D.

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College Mission

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of practice and theory.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Objectives Alignment with Unit and State Standards

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS

A. They establish a culture for learning by:

1. Managing classroom procedures (**COMPASS 2c**)
2. Managing student behavior
3. Organizing physical space
4. Organizing classrooms to integrate technology
5. Maintaining accurate records using available technology

B. They create an environment of respect and rapport by:

1. Using cultural contexts in the classroom
2. Demonstrating knowledge of diversity among students
3. Presenting rationales for change to meet students needs

II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION

A. They understand and use curriculum and instruction by:

1. Knowing content
2. Knowing pedagogy
3. Setting instructional outcomes (**COMPASS 1c**)
4. Designing coherent instruction
5. Designing student assessments
6. Incorporating knowledge of diversity in the classroom
7. Planning for the use of technologies in curriculum and instruction
8. Demonstrating knowledge of resources, including technologies
9. Planning for the use of collaborative group practices in the classroom

B. They communicate effectively by:

1. Incorporating effective written communication in the classroom
2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING***A. They engage students in active learning (COMPASS 3c) by:**

1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

B. They integrate disciplines into instruction by:

1. Applying connections to multiple disciplines
2. Demonstrating connections to real life

C. They use assessment in instruction by:

1. Incorporating performance tasks in the classroom
2. Using questioning and discussion techniques (COMPASS 3b)
3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)

D. They embed diversity in decision-making by:

1. Selecting resources
2. Delivering instruction
3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES***A. They advocate for children, in terms of services and supports by:**

1. Communicating with families
2. Demonstrating knowledge of resources in school and the community

B. They collaborate to improve professional practice by:

1. Engaging in a professional community
2. Participating in professional development
3. Collaborating with teachers and mentors
4. Developing goals for social justice
5. Using research-based practices that include current available technology

C. They reflect on teaching and learning by:

1. Focusing on cultural contexts and social justice
2. Collecting and analyzing data to improve practice

➔ **Teacher Candidates will demonstrate competencies in integrating Common Core State Standards in lesson plans, unit plans, and field-based activities.**

Course Description

In this course, students will explore theory and strategies in the design, development, and implementation of a multicultural curriculum in the content areas. In addition, students will seek out and evaluate educational materials and resources to use in the organization and creation of this curriculum.

Course Rationale

Curriculum and Instruction for Multicultural Education is one of four courses designated by the State Department of Education to meet the needs for K-12 ESL certification. This course is designed to aid teachers in further developing their understanding of the academic and social needs of English language learners. The international population is rapidly growing in the New Orleans area, creating a need for more educators who are prepared to provide these children with the best education possible.

Course Format/Instructional Strategies

This course will include the following format/strategies:

- A. Moodle
- B. Email updates, announcements, etc.
- C. Electronic Handouts & Electronic Submission
- D. Independent Readings, Assignments, etc.
- E. Video Reflections
- F. Case Studies
- G. Discussion Board Forum
- H. Chapter Quizzes

STUDENT LEARNING OUTCOMES

At the conclusion of this course, candidates should know and be able to:

Student Learning Outcomes	Assessment
A. develop background knowledge about diverse learners;	Chapter readings, reflections
B. examine our own cultural identity and how it affects our teaching styles;	Self-reflections, case studies
C. create a learning environment that supports diverse learners;	Lesson planning, reflections
D. implement research-based strategies for teaching diverse learners;	Weekly reflections, discussion boards
E. identify multicultural materials and resources to use in the organization and creation of content-area curriculum;	Chapter readings, video viewings and reflections
F. implement multi-cultural activities and lessons in the instructional content areas as they relate to the Common Core State Standards.	Final assignment, weekly reflections

G. Graduate candidates: synthesize additional information on multiculturalism in the United States educational system, disseminating this information to a group of peers and evaluating their responses.	Jigsaw project
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Required Texts:

Bennett, C. L. (2015). *Comprehensive Multicultural Education, Theory and Practice*, Eighth Edition. Pearson: Boston. ISBN-10: 0133522490 or ISBN-13: 9780133522495

Course Assignments:

Activities/Assignment

Each week of the semester we will cover approximately one chapter in your textbook plus supplemental material from outside sources. You may use any resource available, including the Internet, your textbook, etc. to complete the assignments. All assignments should be completed and submitted by midnight of their due date. The due dates in this course will fall on each Monday, (other than the first week, when assignments will be due by Thursday night at midnight.) Assignments are to be submitted electronically via Moodle.

Discussion Board Posts and Responses

The Moodle discussion boards are the primary area of class participation.

A discussion board forum will be assigned on the majority of the Mondays throughout the semester. Students are always welcome to work ahead on any future discussion boards that might be available. You are required to thoroughly participate in each forum. More information can be found on this in the document entitled "Online Discussion Board Expectations", which is located on blackboard under "Course Documents". As part of your first day's assignment, please print, read, and thoroughly internalize these "Expectations", as the blackboard discussion boards make up a significant portion of your course grade.

Students should reply to the discussion board forum as early in the day as possible, if not earlier, giving everyone a chance to respond over the course of the day that the board is due. Late questions and responses may be accepted at the instructor's discretion, but for no more than 50% of the grade. Discussion responses must be thoughtful and complete and be based on the readings and research done that week.

Reflections/Assignments

Throughout the course of the semester, you will be assigned several reflection assignments. These reflections will be based on videos, articles, and PowerPoint presentations, and should demonstrate that you have thoroughly internalized all preliminary materials. Responses should be complete and thoughtful, including clear details that support your ideas and opinions. These reflections must be at least 1 page in length, double-spaced, font 12, Times New Roman, with no more than one-inch side margins. Your reflections will be submitted to me electronically via Moodle.

In addition, we will complete other weekly assignments, such as a pre-test, a post-test, and four case studies. Links to all of these assignments can be found in each week's folder.

Quizzes

Chapter quizzes will be assigned based on the course textbook.

Midterm Examination

You will choose a multicultural book and evaluate it for bias based on the provided readings and instructions.

Jigsaw Project: Graduate candidates will be required to read one additional chapter of their choice. They will then create a Prezi in which they will "jigsaw" teach the content to their peers. Graduate candidates will be required to assess and evaluate their peers' understanding of this content.

Final Project

The final project will be to create a lesson plan implementing the goals of a multicultural curriculum in a grade and content area of choice. You will also develop supplemental materials/activities that aid in creating a true multicultural lesson. More detailed directions will be made available in blackboard.

Guidelines for Communicating and Submitting Assignments – All assignments must be submitted on time via Moodle. Assignments are due by 11:59 p.m. on the specified date. I do accept late work at my discretion, but points will be deducted. You also may post your discussion board responses after the due date, but you will only receive ½ credit, or 2.5/5 points. Late assignments/tests are accepted at the instructor's discretion and for partial credit.

An important note: please be sure to keep up with turning all assignments in on time – online courses are quite work-intensive, and once students fall behind, they tend to struggle significantly with keeping up their grades.

Due to the nature of online courses, all assignments and communication must take place via Moodle and/or email. Candidates must regularly check their UNO email address for the entire length of the class. Please send all emails through your UNO email account or from Moodle – emails from personal addresses often get filtered out of my inbox.

Professionalism and Participation:

Minimum expectations for professional behavior include reading all assigned texts by the date listed, participating in class online discussions, and completing all course assignments on time. Students are responsible for all of the material included in the readings, whether or not it is discussed online. Additionally, students are expected to interact respectfully throughout the duration of the semester.

Guidelines for Written Work

The ability to communicate effectively in writing is critical to overall graduate student performance. Consider this class an opportunity to practice your best writing in preparation for other endeavors. Your best means that writing should be edited for clarity of argument, organization, spelling, grammar and punctuation. Generally, narratives are to be coherent and concise, typed, double-spaced, and with numbered pages and appropriate headings and subheadings. APA style of writing is to be followed, including one-inch borders, 12-point print size, and double spacing.

University Requirements

Students in all programs should become aware of policies of the University of New Orleans. These are accessible through the UNO website: www.uno.edu. You may also obtain copies of the UNO Student Handbook, either on line or in print. Some relevant policies include, but are not limited to:

Attendance

Attendance is required at the University of New Orleans, whether the course is taught in-person, hybrid, or online. Regular attendance is incorporated within the grading structure listed on the syllabus. For an online course, regular postings are expected.

Academic Integrity

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

Students with Disabilities

It is University policy to provide, on a flexible and individualized basis, reasonable

accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Student Verification Procedures

To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online-proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are identified below and any fees associated are the responsibility of the student.

The University of New Orleans partners with Proctor U, a live, online proctoring service that allows students to complete exams from any location using a computer, webcam, and reliable internet connection.

TENTATIVE SCHEDULE – EDCI 5620 Online
All assignments should be submitted by 11:59 p.m.

Dates	Topic	Readings Due:	Assignments Due:
Week 1: Thursday, August 20	*Introduction to Language & Culture *What is Multicultural Education?	<input type="checkbox"/> No Textbook Assignment <input type="checkbox"/> Power point: Introduction to Language and Culture <input type="checkbox"/> Power point: Introducing Multicultural Education	<input type="checkbox"/> Discussion Board #1 <input type="checkbox"/> Journal Activity: Self- examination activity in PPT: (Post response in the discussion board) <input type="checkbox"/> Reflection #1: Defining Multicultural Education
Week 2: Monday, August 24	*Chapter 1: Multicultural Schools: What, Why, and How?	<input type="checkbox"/> Chapter 1 <input type="checkbox"/> PPT: Ch.1 <input type="checkbox"/> Additional Reading: An Opposing Point of View Against Multiculturalism	<input type="checkbox"/> Discussion Board #2 <input type="checkbox"/> Pretest: Teaching in a Pluralistic Society
Week 3: Monday, August 31	*Chapter 2: Culture, Race, and the Contexts for Multicultural Teaching	<input type="checkbox"/> Chapter 2 <input type="checkbox"/> PPT Ch. 2 <input type="checkbox"/> PPT: “Roadblocks to Equity”	<input type="checkbox"/> Discussion Board #3 <input type="checkbox"/> Quiz: Chapter 1 & 2
Monday, September 7	<i>Labor Day – No Class</i>		
Week 4: Monday, September 14	*Chapter 10: Learning Styles and Culturally Competent Teaching	<input type="checkbox"/> Chapter 10 <input type="checkbox"/> PPT Ch. 10 <input type="checkbox"/> PPT: “The Culturally Competent Teacher” <input type="checkbox"/> PPT: “Characteristics of the Culturally Responsive Teacher”	<input type="checkbox"/> Discussion Board #4 <input type="checkbox"/> Reflection #2: “Principles for Culturally Responsive Teaching.”

Week 5: Monday, September 21	*Chapter 3: Race Relations and the Nature of Prejudice	<input type="checkbox"/> Chapter 3 <input type="checkbox"/> PPT Ch. 3 <input type="checkbox"/> Course Docs: "Four Approaches to Multicultural Reform" <input type="checkbox"/> Course Docs: "Stages of Multicultural Curriculum Reform"	<input type="checkbox"/> Discussion Board #5 <input type="checkbox"/> Quiz: Chapter 3 & 10 <input type="checkbox"/> Case Study #1: Developing the Ability to Teach about Race and Racism
Week 6: Monday, September 28	* Ch. 4: Affirming Religious Pluralism in U.S. Schools and Society *Chapter 11: Reaching All Learners: Perspectives on Gender, Class, and Special Needs	<input type="checkbox"/> Ch. 4 <input type="checkbox"/> Chapter 11 <input type="checkbox"/> PPT Ch. 4 <input type="checkbox"/> PPT Ch. 11 <input type="checkbox"/> PPT, "Introducing Sheltered Instruction" <input type="checkbox"/> Course Docs: ""Key Characteristics of a Multicultural Curriculum"	<input type="checkbox"/> Discussion Board #6 <input type="checkbox"/> Quiz: Chapter 4 and 11 <input type="checkbox"/> <i>Begin working on the Mid-term Literature Review</i>
Week 7: Monday, October 5	*Chapter 12: Teaching in Linguistically Diverse Classrooms	<input type="checkbox"/> Chapter 12 <input type="checkbox"/> PPT Ch. 12 <input type="checkbox"/> Course Docs: Revisit "Key Characteristics of a Multicultural Curriculum" <input type="checkbox"/> Course Docs: "Evaluating Children's Books for Bias"	<input type="checkbox"/> Discussion Board #7 <input type="checkbox"/> Case Study #2: Creating Positive School/Family Connections <input type="checkbox"/> <i>Continue working on the Mid-term Literature Review</i>
Week 8: Monday, October 12	*Begin Chapter 13: Curriculum Transformation	<input type="checkbox"/> Begin Chapter 13, pp. 419-423 <input type="checkbox"/> Course Docs: "Creating Multicultural Classrooms Across Disciplines" <input type="checkbox"/> Course Docs: "Teaching Across the Curriculum" <input type="checkbox"/> PPT: "Multicultural Language Arts & Reading"	<input type="checkbox"/> Discussion Board #8 <input type="checkbox"/> <i>Continue working on the Mid-term Literature Review</i> Reminder: October 14: Final date for dropping course
Week 9: Monday, October 19	*Focus on the mid-term assignment	<input type="checkbox"/> No chapter readings	<input type="checkbox"/> <i>No Discussion Board</i> <input type="checkbox"/> Mid-Term Literature Review Due
Monday, October 26	<i>Work Week – no additional readings or assignments</i>		

Week 10: Monday, November 2	*Continue with Chapter 13: Curriculum Transformation *Chapter 5: Immigration and the American Dream: European American Perspectives	<input type="checkbox"/> Continue with Chapter 13, pps. 423-432 <input type="checkbox"/> All candidates: Skim read PPT Ch. 5 <input type="checkbox"/> PPT: “Debating Multicultural Social Studies” <input type="checkbox"/> Course Docs: “Politics of Education: Texas New Social Studies Curriculum” <input type="checkbox"/> Course Docs: “California Adds LGBT lessons to Curriculum”	<input type="checkbox"/> Discussion Board #9 <input type="checkbox"/> Reflection #3: Outside Readings (Texas or California Curriculum Articles) <input type="checkbox"/> Additional Discussion Board: Graduate Candidates only: post the chapter that you will jigsaw teach (Ch. 5-9) – all chapters must be covered equally – no responses are required
Week 11: Monday, November 9	*Continue with Chapter 13: Curriculum Transformation *Chapter 6: Colonialism, Involuntary Immigration and The American Dream: American Indian and African Americans Perspectives	<input type="checkbox"/> Continue with Chapter 13, pps. 432-437 <input type="checkbox"/> All candidates: Skim read PPT Ch. 6 <input type="checkbox"/> PPT: “Multicultural Science and Math – Education for All” <input type="checkbox"/> Course Docs: “Women and Minority Role Models in Math” <input type="checkbox"/> Course Docs: “Helping Teachers to Encourage Talented Girls in Math” <input type="checkbox"/> Youtube Video: “Women, Math, and Stereotype Threats”	<input type="checkbox"/> Discussion Board #10 <input type="checkbox"/> Reflection #4: Video Project <input type="checkbox"/> <i>Graduate Candidates: Begin working on the Jigsaw Project</i>
Week 12: Monday, November 16	*Continue with Chapter 13: Curriculum Transformation *Chapter 7: Colonialism, Immigration, and the American Dream: Latino Perspectives	<input type="checkbox"/> Continue with Chapter 13, pp. 437-439 <input type="checkbox"/> All candidates: Skim read PPT Ch. 7 <input type="checkbox"/> PPT: “Lesson Preparation - The First Steps toward Success” <input type="checkbox"/> Course Docs: International Contributors to Society and Academia (Review from earlier in the semester)	<input type="checkbox"/> Discussion Board #11 <input type="checkbox"/> <i>All Candidates: Begin working on the Final Project</i> <input type="checkbox"/> <i>Graduate Candidates: Continue working on the Jigsaw Project</i>

Week 13: Monday, November 23	*Finish Chapter 13: Curriculum Transformation *Chapter 8: Contemporary Immigration and the American Dream: Asian American Perspectives	<input type="checkbox"/> Complete Chapter 13, (pp. 439-451) <input type="checkbox"/> Skim read: Appendix B: Sample Lessons: pg. 478-519 <input type="checkbox"/> All candidates: Skim read PPT Ch. 8 <input type="checkbox"/> PPT Ch. 13 <input type="checkbox"/> PPT: Writing Quality Learning Objectives <input type="checkbox"/> Course Docs: Folder entitled "Writing Clear and Effective Objectives"	<input type="checkbox"/> Discussion Board #12 <input type="checkbox"/> Quiz: Chapter 12 & 13 <input type="checkbox"/> Case Study #3: Schoolwide Diversity - Implementing Principles of Social Justice <input type="checkbox"/> <i>All Candidates: Continue working on the Final Project</i> <input type="checkbox"/> <i>Graduate Candidates: Continue working on the Jigsaw Project</i>
Week 14: Monday, November 30	*Chapter 9: U.S Immigrants from the Middle East: Arab American Perspectives *Differentiated Assessment *BICS vs. CALP	<input type="checkbox"/> All candidates: Skim read PPT Ch. 9 <input type="checkbox"/> Course Docs: Comparing and Contrasting BICS and CALP <input type="checkbox"/> Course Docs: Differentiated Assessment Folder <input type="checkbox"/> PPT: Differentiated Assessment	<input type="checkbox"/> Discussion Board #13 <input type="checkbox"/> Jigsaw Project <input type="checkbox"/> Discussion Board: <i>Graduate Candidates: upload Prezis; All Candidates: Participate fully in this Discussion Board</i> <input type="checkbox"/> Case Study #4: Supporting Immigrant Children and Youth <input type="checkbox"/> <i>All Candidates: Continue working on the Final Project</i>
Week 15: Monday, December 7 Final Exam Week	*Final Project	<input type="checkbox"/> No Additional Readings	<input type="checkbox"/> Discussion Board #14 <input type="checkbox"/> Posttest: Teaching in a Pluralistic Society <input type="checkbox"/> Final Project Due <input type="checkbox"/> <i>Course Evaluations: Extra credit opportunity: Please complete the following two course evaluations in Blackboard, (if you haven't already done so):</i> <input type="checkbox"/> Green/Yellow/Red Light (2.5 points) <input type="checkbox"/> OLHCC Course Evaluation (2.5 points)

Fall 2015 Student Evaluation Sheet
EDCI 5620 Online

Assignment	DUE DATE	POSSIBLE POINTS	ACTUAL POINTS
Discussion Board #1 (Including Journal Activity: Self-examination activity in PPT: (Post response in the discussion board)	8/20	5	
Reflection #1: Defining Multicultural Education (under "Assignments")	8/20	5	
Discussion Board #2	8/24	5	
Pretest: Teaching in a Pluralistic Society	8/24	5	
Discussion Board #3	8/31	5	
Quiz: Chapter 1 & 2	8/31	10	
Discussion Board #4	9/14	5	
Reflection #2: "Principles for Culturally Responsive Teaching."	9/14	5	
Discussion Board #5	9/21	5	
Quiz: Chapter 3 & 10	9/21	10	
Case Study #1: Developing the Ability to Teach about Race and Racism	9/21	15	
Discussion Board #6	9/28	5	
Quiz: Chapter 4 and 11	9/28	10	
Discussion Board #7	10/5	5	
Case Study #2: Creating Positive School/Family Connections	10/5	15	
Discussion Board #8	10/12	5	
Mid-Term Literature Review	10/19	20	
Discussion Board #9	11/2	5	
Reflection #3: Outside Readings (Texas or California Curriculum Articles)	11/2	5	
Additional Discussion Board: Graduate Candidates only: post the chapter that you will jigsaw teach (Ch. 5-9)	11/2	0	
Discussion Board #10	11/9	5	
Reflection #4: Video Project	11/9	10	

Discussion Board #11	11/16	5	
Discussion Board #12	11/23	5	
Quiz: Chapter 12 & 13	11/23	10	
Case Study #3: Schoolwide Diversity - Implementing Principles of Social Justice	11/23	15	
Discussion Board #13	11/30	5	
Jigsaw Project Discussion Board: <ul style="list-style-type: none"> • <i>Graduate Candidates: upload Prezis</i> • <i>All Candidates: Participate fully in this Discussion Board</i> 	11/30	20	
Case Study #4: Supporting Immigrant Children and Youth	11/30	15	
Discussion Board #14	12/7	5	
Posttest: Teaching in a Pluralistic Society	12/7	5	
Final Project Due	12/7	35	
Course Evaluations: Extra credit opportunity: <ul style="list-style-type: none"> <input type="checkbox"/> Green/Yellow/Red Light (2.5 points) <input type="checkbox"/> OLHCC Course Evaluation (2.5 points) 	12/7	+5	
TOTAL POINTS	12/7	280	